

# ***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

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*U.S. Department of Education*

## **Cover Sheet**

Type of School: (Check all that apply) ☒ Elementary ☒ Middle

Name of Principal                      Ms. Lucia Trudeau

Official School Name                St. Joseph School

School Mailing Address    41 West St.  
Rockville CT 06066-3036

County                                      Tolland                                      State School Code Number: N/A

Telephone (860) 875-4943                      Fax (860)870-4532

Website/URL    [www.rc.net/norwich/st\\_joseph.htm](http://www.rc.net/norwich/st_joseph.htm)    E-mail    [sjro@norwichdiocese.org](mailto:sjro@norwichdiocese.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Ms. Lucia Trudeau                      Date\_\_\_\_\_

Name of Superintendent\* Sister Joan O'Connor, SSJ  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name                      Diocese of Norwich                      Tel. (860) 887-4086

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature)                      Date\_\_\_\_\_

Name of School Board  
President/Chairperson Mr. James Bell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)                      Date\_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (N/A) \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ TOTAL

2. District Per Pupil Expenditure: (N/A) \_\_\_\_\_

Average State Per Pupil Expenditure: (N/A) \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

3 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	8	16	7	0	4	4
K	7	12	19	8	2	6	8
1	7	8	15	9	N/A		
2	8	5	13	10	N/A		
3	9	0	9	11	N/A		
4	7	8	15	12	N/A		
5	5	3	8	Other	N/A		
6	4	10	14				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							121

6. Racial/ethnic composition of the students in the school:
- |             |                                |
|-------------|--------------------------------|
| 91%         | White                          |
| 4 %         | Black or African American      |
| 2%          | Hispanic or Latino             |
| 3%          | Asian/Pacific Islander         |
| 0%          | American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                   |

7. Student turnover, or mobility rate, during the past year: 2%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	121
(5)	Total transferred students in row (3) divided by total students in row (4)	2
(6)	Amount in row (5) multiplied by 100	2%

8. Limited English Proficient students in the school: 0%
- 0 Total Number Limited English Proficient
- Number of languages represented: 0
- Specify languages:

9. Students eligible for free/reduced-priced meals: 13%

Total number students who qualify: 16

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2%  
3 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

___ Autism	1	Orthopedic Impairment
___ Deafness	___	Other Health Impaired
___ Deaf-Blindness	___	Specific Learning Disability
1 Emotional Disturbance	3	Speech or Language Impairment
___ Hearing Impairment	___	Traumatic Brain Injury
___ Mental Retardation	___	Visual Impairment Including Blindness
___ Multiple Disabilities		

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	1	0
Classroom teachers	9	5
Special resource teachers/specialists	0	2
Paraprofessionals	0	1
Support staff	1	2
Total number	11	10

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 11:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	90 %	89 %	91 %	90 %	91 %
Daily teacher attendance	99 %	90 %	95 %	97 %	95 %
Teacher turnover rate	8.3 %	8.3 %	16.7%	8.3	16.7 %
Student dropout rate (middle/high)	0%	0%	0%	0%	0 %
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## PART III - SUMMARY

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St. Joseph School's mission is to build a community of believers and learners united in providing excellence in Catholic education. St. Joseph School offers students academic opportunities in a nurturing, Christian environment, along with a balanced curriculum that addresses the developmental needs of our students for their spiritual, moral, intellectual, emotional and social wholeness. We pride ourselves in teaching the very youngest to our oldest to be prepared for the changing world.

We serve students from 12 area communities, including Tolland, Vernon, Ellington, South Windsor, Stafford, Somers, Coventry, Manchester, Enfield, Willington, Broadbrook and Glastonbury. Our nurturing Christian environment promotes mutual respect, acceptance of differences and reverence for life. Our daily religious education teaches the beliefs, values and traditions of the Catholic faith by designing activities that promote living and growing in the example of Jesus Christ.

We provide a well balanced curriculum that meets the developmental needs of the whole child, while guiding each student in reaching their God-given potential. In addition to our Pre-K through Eight core subjects of Reading, Language Arts, Mathematics, Social Studies, and Science, we also offer Spanish language and culture for Grades Two through Eight. Our Technology curriculum includes daily integration in all core subjects, along with specialized computer education instruction. Art, music and physical education is offered weekly. Our phonics reading program is coupled with opportunities for public reading practice.

Our leadership programs extend through our academic teaching, as well as beyond the school in compassion and local community service. Our older students have a "buddy" classroom to share skills. This fosters responsibility and self-worth in both the upper and lower grades. One requirement of graduation is to perform ten hours of community service. To promote leadership skills, middle school students manage a student council, organizing many school and family oriented activities. Students volunteer for safety patrol and stay after school hours to ensure all students are safely escorted, and also work to support church related needs.

We have many cooperative activities that respect the individual gifts of faculty, students and families with the goal for utilizing the gifts of all. Students can elect to join a choral or instrumental music program, including a beginning and advanced band, and provide the community with two annual concerts. We have an active Girl Scout troop, and our drama club provides annual musical productions which include participants from Pre-K through Eighth grade. We participate in the Northeast CYO league, and have active teams in soccer, basketball, and golf. We compete in several local leagues, and we are proud of our teams having won numerous championships. Several of our students compete in the DAR (Daughters of American Revolution) civic oration contest, and other local academic and community contests.

St. Joseph is an inclusive, family oriented school. We encourage a strong partnership between parents, students and teachers. We have a large group of parent volunteers, all of whom have completed Virtus training to ensure a safe environment for our children. On any given day, you will find parents making and serving lunch, reading in classrooms, assisting extra-curricular activities, working on fund raisers, monitoring the playground as well as sharing their professional skills in and out of the classroom. Our active Home and School Association sponsors a scholarship fund, along with many social events throughout the year, including a family spaghetti dinner, Grandparents breakfast, and special holiday luncheons. Our parent volunteers also participate in the Federation of Catholic School Parents.

At St. Joseph School, we believe that every child needs and has the right to be prepared for the changing world around us. We have set the bar of expectations very high, and our students consistently meet the

challenge!

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results**

St. Joseph School uses the Terra Nova assessment tests published by CTB/McGraw Hill. Students are tested on Mathematics, Reading, Language Arts, and Reference Skills. It addresses important learning goals, while also addressing Title I and other special needs programs. The tests are administered at the beginning of the school year to provide faculty with an accurate picture of student strengths and weaknesses.

The Terra Nova is a standardized achievement test designed to provide achievement scores that are valid for most types of educational decision-making. The contents of the Terra Nova test are a close match to our curriculum. Parents are provided with a user friendly report on their child's performance. Because of its diagnostic value, we have been able to use the Terra Nova as a tool to identify curriculum needs.

The results compare each child's performance with national norms based on grade equivalents and percentiles. The results give detailed indications of individual progress toward mastery of many separate objectives. The test focuses on benchmark areas in reading, measuring a range of skills for reading comprehension, language expressions, vocabulary and reference.

The math test allows students to take different paths to a solution and to use different strategies with questions that call for critical thinking, reasoning and problem solving. Performance on objectives is classified into levels of degree of mastery, which is useful for differentiating instruction. It provides a general indication of strength or potential need for that objective. It allows us to judge the proficiency of our students compared to mastery levels set by a group of teachers from across the country who considered the skills and abilities that should be expected at each level.

Our school scores in reading and math have consistently shown a mastery of the skills, knowledge, and abilities tested. A significant percentage of our student's scores have fallen into the "above average" level of proficiency in both reading and math. In years where any scores fell below our level of expectation, curriculum adjustments were made for that year, and scores improved the following year.

Our teachers take an active role in using the test results to gauge appropriate expectation levels for students. This information is shared with parents to ensure they have a proper understanding of their child's projected levels of achievement. We continue to use our standardized test results as a guide for curriculum planning and professional development.

Information on the Terra Nova assessment can be found at <http://www.ctb.com>

### **2. Using Assessment Results**

Testing is an important phase of our educational program. We use the test results to help determine needs of individual students for differentiation purposes within our team. Therefore, we use collaborative methods which allow us to adapt our approach cross curricularly. Because we have such a high teacher to student ratio, we are easily able to focus on the needs of individual students.

One of the recent adjustments we have made in our testing program is that we have moved from testing in the Spring to testing in the Fall. As a faculty, we felt that we could better structure our curriculum maps for the year by knowing in advance students' individual strengths and weaknesses.

Faculty meets after test scores are received to review and discuss results. Results are compared as an aggregate, and then by individual grade level. Specific weaknesses and strengths in the curriculum are identified, with specific action items determined for improving overall scores. Teaching pedagogy is enhanced by subject area in order that a comprehensive effort is realized for all grade levels. Each teacher then produces a development plan for students who are not meeting or exceeding national standards.

For example, results from the 2004-2005 school year indicated a need to improve math scores. The curriculum has been modified for this year in all grade levels. In addition, our language arts faculty member attended the "Six Traits" conference for advanced writing skills which is now being incorporated into all levels of our curriculum.

Differentiated instruction is used at teacher discretion in areas where there are significant variances in student performance levels. Classroom experiences are modified for specific students who score well above or well below the classroom average. Each student is treated as an individual and daily expectations are set according to student capability.

### **3. Communicating Assessment Results**

Parents are provided a copy of their child's scores using the summary sheet provided by the testing company. Conferences are available immediately for any parent who wishes to discuss results, and partner with the teacher on a specific plan of action. Individual scores are shared and discussed with students on a situation specific basis.

Progress reports, and/or report cards, are issued every four weeks throughout the school year. Parent - Teacher conferences are scheduled at report card time and whenever necessary. Formal notes and papers sent home for inspection provide opportunities for communication between school and home. This allows parents to discern student progress and work with the child's team of teachers to make adjustments needed to improve grades, effort and participation.

Overall percentile averages are shared at Open House and with perspective families as they consider our school for their children.

### **4. Sharing Success**

Test results and action plans are shared monthly at the Diocesan Principal meetings, as well as state and national educational conferences. In addition, our faculty and the principal network through an interactive bulletin board on the internet. This board links St. Joseph School to other schools throughout the nation to share ideas to make our curriculum more challenging.

We are one of two schools in the Norwich Diocese who has a permanent representative who regularly participates on the Catholic Schools Committee of the Connecticut Association of Schools. At these meetings, St. Joseph School is called upon to discuss our success, and share specific strategies to improve student performance. The primary focus of the past year was technology integration in the classroom. St. Joseph School presented a hands-on experiential workshop of our usage of technology in the classroom to other schools in the state. At these monthly meetings, a standing agenda item is to discuss current testing trends and curriculum options.

Our Home and School Association is also presented with the overall results of testing, and our public relations committee is charged with the primary intent to share school successes through press releases and printed material.



## PART V – CURRICULUM AND INSTRUCTION

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### 1. Curriculum

Our curriculum is based on the Archdiocese of Cincinnati “Growing Together and Teaching for the 21<sup>st</sup> Century.” Our overall focus is to prepare our students to live in a complex world where communication is of paramount importance for thriving in the larger community and world.

Our Language Arts program goals include skills in listening, reading, speaking, visualization, writing and media literacy. Students become comfortable and confident utilizing oral communication and writing skills, including prewriting, drafting, revising, editing and publishing. Students publish a school newspaper and edit the yearbook to integrate these skills. We encourage students to use sequential mental imagery. An important focus of our program is to select and reflect on multi-media messages and how they influence our beliefs, values, and behavior, and shape our culture.

In our Primary Grades, a solid foundation in Mathematics is created by recognizing and analyzing a wide variety of patterns, number relationships, computation and problem solving. Grades Five through Eight continue this emphasis for skills used in algebra, geometry, fractions, decimals, percents, Roman numerals, statistics, probability, graphing, sets, number fields, coordinate systems, square roots and exponents. Measurements of length, width and volume, and use of money, are other key components where our students gain competence

Our Social Studies curriculum makes students cognizant of the social forces, historical events, geography and natural phenomena that influence human development. We also focus on the diversity of societies on our planet, emphasizing the dignity of every human being in an effort to prepare students to identify and renounce injustice, intolerance and oppression. In addition, we focus on peace and justice, along with governance and civic ideals. Our Student Leadership Council integrates classroom learning with such activities as nominating and electing officers.

Our Science curriculum aims to help students gather knowledge about the beauty, order, and power of the universe, and instill in them a sense of responsibility for planet Earth. Students are prepared to build curiosity about the world and its dwellers.

Our art curriculum encourages students to confidently and creatively express themselves. The program includes art history, culture, production, and principles of design. Students use the Four Steps of Art Criticism: Describe, Analyze, Interpret and Decide. Students draw with charcoal, pencil, colored pencil and paint with tempera, acrylic or watercolor. They sculpt using clay or paper maché. They also experience print making and weaving with hand-made looms.

All students take a full year of Spanish beginning in Second Grade. Using sounds, pictures and music, students learn to express themselves with basic words and numbers. The curriculum includes conversational Spanish, culture, and sentence structure. Students create several projects, including a restaurant menu, a children’s book, labeling of items in a room, and exposure to regional foods.

St. Joseph School Religious education program strives to guide students toward a Christ-centered life. Students are exposed to the spiritual wealth of the Catholic tradition in its Liturgy, Scripture and church teachings. Through various prayer experiences and discussions, a Christian sense of self-worth is nurtured, encouraging all students to live their faith and make “Christ-like” choices.

## **2a. (Elementary Schools) Reading**

Our reading program focuses on building lifelong interest in reading for information and enjoyment, as well as to acquire the skills needed for proficient, intelligent reading. It is not only a process of skill acquisition, but also practiced daily to clarify, motivate, enlighten, and inspire readers.

One of the greatest strengths in the Primary Grades is our focus on phonics. The Scott Foresman Reading program is used in Pre-K through Five because of the strong emphasis on phonics and integration throughout all subject areas. New readers employ a combination of phonics and a variety of cues to unlock meaning. The cuing systems include semantic clues such as visual aids and context, structural cues and grapho-phonetic cues. Reading comprehension is practiced through classroom and peer discussions.

As students progress, they begin to understand the use of organizational patterns while reading, such as chronological practices, cause and effect and comparing and contrasting details. Another focus of our reading program is to understand figurative language, such as similes, metaphors and symbolism. Students learn to understand stylistic devices such as flashback and foreshadowing. They also learn to understand the use of graphics, charts and diagrams, and the physical organization of materials in a table of contents, index, preface, and glossary. Current literature is the basis of Grades Six, Seven and Eight. Our students are exposed to a variety of reading medium, including fictional and non-fictional works. A diversity of classic stories, historical novels, biographical stories, dramatic works such as plays and poems are a common component of their curriculum.

Students practice reading current events in newspapers and magazines, and serve as readers at our church services. Parents and teachers work together in support of reading. There are many school wide opportunities to encourage reading through book reports, daily reading and reading buddies. Each class level has one library period a week to research information, or loan grade appropriate reading materials for assignments as well as pleasure.

As students in the middle grades are exposed to different genre of literature, they express themselves by creating their own books that are then read by peers. Outcomes are determined through end of the unit book tests, oral reading, book reports, and reading outside the classroom.

## **3. Science**

The intent of the Science curriculum is to provide students with opportunities to make discoveries about their environment and themselves. Our science education program ensures that students at every level have the opportunities to participate in hands-on activities and to build problem statements, and hypotheses, investigate and test ideas, and draw conclusions. For example, every student is required to participate in our annual science fair. Younger children are encouraged to make observations, and older students receive instruction for each component of the scientific method. These instructions are integrated throughout the daily curriculum, and students frequently incorporate interviews of persons in science-related careers.

The curriculum deals with phenomena and objects that are a part of our children's daily lives in an effort to foster enthusiasm in the student. By building on a curiosity about the world and how it works, students develop skills in gathering, categorizing, quantifying, and interpreting information. The science program also helps students make realistic and informed decisions about their health and career choices in science and technology in the 21<sup>st</sup> Century. Because we are a Catholic school, we encourage our students to marvel at the beauty of God's creation, and learn that they must take care of their own bodies and take responsibility to protect their immediate environment and the planet as a whole.

Each grade level has an environmental and life focus which is integrated into their science work at each specific grade level. For example, Grade Three explores renewable and non-renewable resources. Fifth graders study the characteristics of amphibians. Our Pre-K through Grade Five focuses on Life Science, Earth science, and Health and the Human Body, including Nutrition. In addition, students in Grades Three through Five begin to explore the Physical Sciences. The focus of Grade Six is Life Science, Grade Seven is Earth Science, and Grade Eight is Physical Science. Six, Seventh and Eighth graders also receive instruction in health and safety.

#### **4. Instructional Methods**

St. Joseph School faculty incorporates many different instructional methods to engage students in active learning. Methodologies include a blend of cooperative learning as well as traditional teacher led instruction. Pre-K and Kindergarten both have centered based activities throughout the day. Grades One through Four are self-contained learning environments that employ a variety of teaching methods, depending on the subject matter being taught. Methods include using photography with journal writing, use of the computer to learn sight words and to reinforce math and grammar skills, working with small group and /or partners, teacher led discussions, Socratic question and answer, independent projects, and experiments.

In our Fifth through Eighth grades, a team teaching approach is used; specialized faculty teaches individual content areas. Specific methods of instruction are greatly varied, and include the Socratic question and answer method, modeling, peer tutoring, student led discussions, projects, technology integration, experimentation, tiered assignments, and learning contracts, lecture, and small group activities. For example, students are regularly expected to make presentations using a variety of media, including computers (PowerPoint, and Desk Top publishing), video and audio recordings, art work, and hand written materials.

Homework expectations are designed to enhance the daily lessons, as well as promote independent study and responsibility. Homework is tiered according to grade and capability level. Beginning in Kindergarten, students are given 15 minutes of independent homework. The amount of outside homework expected to be completed increases in each grade level through Grade Five. Students in Grades Six, Seven and Eight can expect up to two hours per evening.

## **5. Professional Development**

Our professional development program takes a multi-tiered approach. Each school year, five days are specifically set aside for faculty development where teachers earn CEU's towards maintaining certification. In addition, professional development is enhanced through a variety of methods, including guest speakers at faculty meetings, on-site workshops, attendance at teacher conferences, and individual teacher attendance at seminars.

Through memberships in various organizations, such as The Association for Supervision and Curriculum Development, The Connecticut Association of Schools, and The National Association of Elementary School Principals, publications are made available for teachers to access. The faculty conference room has a designated area where materials are available all year.

Our professional development centers on safe and orderly environments, collegiality and professionalism, classroom curriculum design, and student motivation. We have just begun a program on parent and community involvement, which will include a user friendly website with the goal to improve parent communications, as well as have all student textbooks available on line.

We have spent many hours over the last few years developing viable methods for technology integration in our classrooms. This was achieved through several on-site workshops, faculty attendance at off-site seminars, and in-service programs from manufacturers of products purchased to enhance our computer education capabilities.

We have a weekly Monday morning faculty meeting. These sessions are designed to provide an interactive forum for the teachers to share ideas and discuss strategies to increase student motivation and collegiality. At our monthly faculty meetings, we share and plan school wide activities that are designed to weave together our youngest to oldest students' academic and social experiences. Individual teachers can use either session to share insights gained at off-site seminars.

In addition to our formal professional development, our teachers are encouraged to challenge each other. Our small community facilitates a constant sharing between our tenured faculty, some with over thirty years at this school, along with our newer teachers who bring fresh enthusiasm. Our teachers are committed to our faith based education, and are eager to learn from each other in order to bring excellence to each classroom.

## PART VI - PRIVATE SCHOOL ADDENDUM

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): The New England Association of Schools and Colleges as well as NCEA (National Catholic Education Association)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes ☒ No ☐
3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

Tiered Tuition Contribution:	Grades K-8 <sup>th</sup> Total Tuition per Student:
TC1 (St. Joseph Parishioner)	\$2332 plus \$500 parish subsidy
TC2 (non-affiliated practicing Catholic from other parish)	\$2332 plus \$750 from parish
TC3 (non-affiliated with Catholic church)	\$3286
Pre-K= \$3375	

4. What is the educational cost per student?  
(School budget divided by enrollment) \$ 4,098
5. What is the average financial aid per student? \$ 793
6. What percentage of the annual budget is devoted to  
scholarship assistance and/or tuition reduction? 1 %
7. What percentage of the student body receives  
scholarship assistance, including tuition reduction? 6 %

## PART VII - ASSESSMENT RESULTS

### Private Schools

#### SAINT JOSEPH SCHOOL

Terra Nova  
Form C  
CTB-McGraw-Hill

Scores are reported here as Mean NCEs.  
No students are excluded from this test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	September	March	March	March	March
<b>Grade 8</b>					
Reading	70.3	N/A	N/A	N/A	N/A
Mathematics	67.9	N/A	N/A	N/A	N/A
Number of Students Tested	15	N/A	N/A	N/A	N/A
Number of Students excluded	0	N/A	N/A	N/A	N/A
Percent of students excluded	0	N/A	N/A	N/A	N/A
<b>Sub-group Scores</b>					
Low-income students	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
National Mean Score for Reading	710.4	N/A	N/A	N/A	N/A
National Standard Deviation for Reading	35.4	N/A	N/A	N/A	N/A
National Mean Score for Mathematics	717.3	N/A	N/A	N/A	N/A
National Standard Deviation for Mathematics	42.2	N/A	N/A	N/A	N/A
<b>Grade 7</b>					
Reading	68.1	69.0	78.4	78.6	Not tested
Mathematics	61.0	66.1	63.4	64.5	Not tested
Number of Students Tested	8	13	7	15	Not tested
Number of Students excluded	0	0	0	0	Not tested
Percent of students excluded	0	0	0	0	Not tested
<b>Sub-group Scores</b>					
Low-income students	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
National Mean Score for Reading	695.5	702.0	718.9	726.8	Not tested
National Standard Deviation for Reading	31.3	41.1	Not Reported	Not Reported	Not tested

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
National Mean Score for Mathematics	683.8	703.2	700.4	702.1	Not tested
National Standard Deviation for Mathematics	22.5	37.4	Not Reported	Not Reported	Not tested
<b>Grade 6</b>					
Reading	65.1	68.1	72.3	73.1	72.6
Mathematics	62.1	70.2	68.3	66.4	61.2
Number of Students Tested	8	10	15	10	22
Number of Students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Sub-group Scores</b>					
Low-income students	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
National Mean Score for Reading	679.1	691.5	702.7	700.9	702.4
National Standard Deviation for Reading	39.9	16.4	Not Reported	Not Reported	Not Reported
National Mean Score for Mathematics	671.1	701.1	699.7	690.6	680.9
National Standard Deviation for Mathematics	34.2	21.9	Not Reported	Not Reported	Not Reported
<b>Grade 5</b>					
Reading	68.4	66.9	67.7	70.0	71.1
Mathematics	56.9	62.3	71.1	69.7	62.0
Number of Students Tested	12	8	11	17	11
Number of Students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Sub-group Scores</b>					
Low-income students	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
National Mean Score for Reading	677.8	683.8	683.7	690.8	690.0
National Standard Deviation for Reading	14.7	37.2	Not Reported	Not Reported	Not Reported
National Mean Score for Mathematics	642.2	667.6	683.5	681.1	667.2
National Standard Deviation for Mathematics	21.7	33.3	Not Reported	Not Reported	Not Reported
<b>Grade 4</b>					
Reading	63.2	69.5	64.2	60.6	64.3
Mathematics	60.3	60.3	59.3	68.2	65.9
Number of Students Tested	13	16	9	15	19
Number of Students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<b>Sub-group Scores</b>					
Low-income students	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
National Mean Score for Reading	653.5	674.6	668.4	663.9	673.1
National Standard Deviation for Reading	41.7	17.6	Not Reported	Not Reported	Not Reported
National Mean Score for Mathematics	628.8	645.9	642.1	658.6	657.9
National Standard Deviation for Mathematics	32.7	26.6	Not Reported	Not Reported	Not Reported
<b>Grade 3</b>					
Reading	71.5	67.9	68.5	64.4	61.7
Mathematics	62.6	63.1	62.8	59.0	63.7
Number of Students Tested	14	11	16	9	15
Number of Students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Sub-group Scores</b>					
Low-income students	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
National Mean Score for Reading	653.6	662.6	662.8	653.8	648.7
National Standard Deviation for Reading	36	34.1	Not Reported	Not Reported	Not Reported
National Mean Score for Mathematics	602.6	627.6	626.2	617.1	626.9
National Standard Deviation for Mathematics	26.4	32.9	Not Reported	Not Reported	Not Reported
<b>Grade 2</b>					
Reading	Not tested	72.5	76.7	66.5	66.4
Mathematics	Not tested	60.3	66.4	59.1	68.7
Number of Students Tested	Not tested	15	11	19	10
Number of Students excluded	Not tested	0	0	0	0
Percent of students excluded	Not tested	0	0	0	0
<b>Sub-group Scores</b>	N/A				
Low-income students	N/A	N/A	N/A	N/A	N/A
Reading	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Number of students tested	N/A	N/A	N/A	N/A	N/A
National Mean Score for Reading	Not tested	650.0	654.5	633.5	636.1
National Standard Deviation for	Not tested	29.3	Not	Not	Not



	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
Reading			Reported	Reported	Reported
National Mean Score for Mathematics	Not tested	579.9	595.1	582.1	600.5
National Standard Deviation for Mathematics	Not tested	20.3	Not Reported	Not Reported	Not Reported